



McMinnville High School Student Success Practices



McMinnville High School Demographics

| | |
|--|--------|
| Enrollment | 2,198 |
| Hispanic | 33.5% |
| Other disadvantaged minorities | 4.0% |
| English Learners | 4.7% |
| Ever English Learners | 14.8% |
| Students with disabilities | 12.0% |
| Economically Disadvantaged* | 100.0% |
| First Generation (parent without a college degree) | 78.0% |
| * Under the Community Eligibility Provision, 100% of MHS students qualify for free meals (without CEP, free/reduced rate would be approximately 53%) | |



McMinnville High School



Pillars

 Dual Credit opportunities

 Career Pathways

 Embedded Staff Development

 Freshman teams

 Student and Staff Voice



Dual Credit



Key Structures



Dual Credit



29 teachers offering 51 dual credit courses



Over 8000 college credits earned



5 community college partners



Advanced Placement



17 AP courses



236 students took 373 AP tests



Career Pathways



Key Structures



Pathways are a “Road Map” for what to take and when.



16 pathways with 344 Pathway Endorsements earned



Rigorous curriculum



Seamless connections to post high school opportunities



Connections to career education plans



Sustainability in community



Capacity in buildings



Internal/External extended applications



Advisory Committees



Health Services



Health Services

| Instructor(s) | Mason Brunette Brynna Harlow | | |
|-----------------------|---------------------------------|--------|---|
| Required Classes | Year taken | Credit | Possible College Credit |
| Health Occupations 1 | 10-12 | 0.5 | AH115 Health Care Systems and Professions |
| Human Anatomy | 11-12 | 1.0 | |
| Health Occupations 2 | 12 | 0.5 | |
| Medical Terminology 1 | 11-12 | 0.5 | HM120 Medical Terminology 1 |
| Medical Terminology 2 | 11-12 | 0.5 | HM121 Medical Terminology 2 |
| Sports Medicine | 10-12 | 0.5 | HPE184 Sports Medicine |

Pathway Endorsements

| | |
|---------|----|
| 2013-14 | 42 |
| 2014-15 | 42 |
| 2015-16 | 39 |





Embedded Staff Development



Key Structures

-  Common Language across the school
-  2 times a month on Wednesdays - 45 minute sessions during prep
-  3 session cycle
 -  Delivery of content
 -  Observation
 -  Collaborative planning



Freshman Teams



Key Structures



4 teams



2 morning and 2 afternoon



About 40 students in EASA



Approximately 120 student per team



Courses



Language Arts



Science



Social Studies



Math



Freshman Teams



Success Structures

-  Administrator, Dean and counselor loop
-  Common planning time
-  Contiguous time and space
-  Team leader w/ stipend
-  Targets for success for Math and Science
-  Everyday Algebra
-  Freshman Seminar
-  Blended Science and Social Studies
-  No Alternative program beginning of year



Data



| Freshman On Track data | | | |
|------------------------|-----------|-----------|-----------|
| | 2014-2015 | 2015-2016 | 2016-2017 |
| MHS | 88.3 | 91.4 | 88.6 |
| State | 80 | 83.5 | 83.4 |

| MHS Graduation Rate (January 25, 2018) | | | | | | |
|--|---------------|-------|---------------|-------|---------------|-------|
| | Class of 2015 | | Class of 2016 | | Class of 2017 | |
| | MHS | STATE | MHS | STATE | MHS | STATE |
| MHS-ALL | 84.6 | 73.8 | 86.9 | 74.8 | 87.4 | 76.7 |
| MHS-Hispanic | 83.4 | 67.4 | 88.8 | 69.4 | 89.3 | 72.5 |
| MHS-SPED | 44.8 | 52.7 | 70.0 | 55.5 | 62.0 | 58.8 |
| MHS-EL | 68.9 | 51.2 | 73.8 | 52.9 | 63.4 | 54.9 |



Data



| MHS Dropout Rate (January 25, 2018) | | | | |
|--|------------------|------------------|------------------|------------------|
| | 2013-2014 | 2014-2015 | 2015-2016 | 2016-2017 |
| MHS | 2.2 | 2.3 | 2.7 | 1.53 |
| State | 4.0 | 4.3 | 3.9 | 3.86 |

| MHS Attendance Rate (Released October 19, 2017) | | | |
|--|--------------------------------------|--------------------------------------|------------------------------------|
| | 2014-15 | 2015-16 | 2016-17 |
| Chronic Absenteeism | 21.2% (24.3% state) | 21.6% (27.3% state) | 19% (26.4% state) |
| Attendance rate | 92.7% | 92.9% | 93.4% |



Student and Staff Voice



Key Components



Staff survey each spring



10 minute meetings



Student Survey twice a year



November and May



READ THE COMMENTS



Act on the data



“Village” Document



What are we doing for “All” of our students?



Student and Staff Voice



| STAFF SURVEY | | | |
|---|------------|----------------|----------------|
| Statement/Question | 14-15 | 15-16 (111) | 16-17 (110) |
| CONNECTION | | | |
| I feel connected to my work and energized by the mission. | 43% | 83% | 92.5% |
| Recurring theme(s): <ul style="list-style-type: none"> - <i>Workload and exhaustion</i> - <i>Need to keep the mission in the forefront of the work; the day-to-day grind can make it hard to hold on to it.</i> | | | |
| This school is a supportive and inviting environment in which to work. | 71% | 76% | 87% |
| Recurring theme(s): <ul style="list-style-type: none"> - <i>Favoritism at play/"cliques"</i> - <i>Support can feel disingenuous sometimes</i> | | | |
| I feel like I belong within this school community, and there are opportunities for me to get to know my co-workers. | 72% | 69% | 83.3% |
| Recurring theme(s): <ul style="list-style-type: none"> - <i>There were more opportunities this year, but even more in the future would be great.</i> - <i>Need to find ways to get out of our halls/departments/classrooms to meet people and see their work</i> | | | |



Student and Staff Voice

Demographics/Descriptors

Intrinsic Drive

Safety

Academic Readiness

I have good friends at this school, and I feel respected by my peers. *

| | | | | | |
|-------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------|
| | 1 | 2 | 3 | 4 | |
| Strongly Disagree | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | Strongly Agree |

Comment:

Long answer text

There is an adult in this school who knows me well, cares about how I am doing, and whom I know I can trust. *

I am hopeful about my future. I believe if I work hard, good things will happen for me. *

I know I will graduate from high school.

I am treated with respect and not discriminated against (being mistreated because of my gender, skin color, language, sexuality, etc.) at MHS. *

I am willing to speak up if I become aware of anything that threatens the safety of students at our school. *



Student Success



Next Steps



Grade 13 tracking



Professional Skills monitoring



Better 9th grade celebrations



9th grade connections



Aligning village work with other work